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|  | | | *Fairfield Ludlowe High School - Fairfield Warde High School*  **FRENCH 31** | | |
| Viviane GREBERT | | P 5 |
| 2017-2018 | | Block 2 (Day 2-4) |
| vgrebert@fairfieldschools.org | | |
| COURSE DESCRIPTION | | | | | |
| The primary goal of the Fairfield Public Schools World Language Curriculum is to prepare students to be lifelong learners in an ever changing global society by developing the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world” (National Standards in Foreign Language Education Project, p.11).    Learners in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12).  *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.* | | | | | |
| COURSE OBJECTIVES | | | | | |
| The learner in **level 30** will:   * communicate and exchange information on familiar topics using a series of sentences. * participate in short social interactions by asking and answering a variety of questions. * understand the main idea and some specific information when reading or listening to authentic media sources. * infer the meaning of unfamiliar words in familiar contexts. * present information and personal preferences on familiar topics by creating with language primarily in the present tense. * produce sentences, series of sentences and some connected sentences in the present and past. | | | | | |
| COURSE ESSENTIAL QUESTIONS | | | | | |
| Unit 1 - What constitutes a good childhood?  Unit 2 - How does who we are and where we are shape what we eat and how we eat it?  Unit 3 - How do living conditions affect one´s lifestyle and quality of life?  Unit 4 - Why do people travel?  UNITS OF STUDY | | | | | |
| Unit 1 – Childhood Customs (Personal and Public Identities)  Unit 2 – The Art of Food (Contemporary Life)  Unit 3 – Home Sweet Home (Family and Community)  Unit 4 – Oh The Places You’ll Go (Contemporary Life) | | | | | |
| COURSE POLICIES AND REQUIREMENTS | | | | | |
| GRADING | | | | | |
|  | Summative Assessments: | | | 90%  Summative Assessments | |
|  | Formative Assessments: | | | 0%  Formative assessments don’t count towards the MP Grade | |
|  | Behavioral Characteristics: | | | 10%  Homework – Use of French in class | |
|  | Each homework has the value of 10 points | | | | |
| MATERIALS | | | | | |
|  | | T’es branché 3  \*\*\*One binder with dividers (it works much better than folders) \*\*\*\* | | | |
| EXPECTATIONS OF STUDENTS | | | | | |
|  | | Students should come to class ON TIME and prepare to learn • Students should be an active participant in class as well as an active listener.  • Students should communicate in FRENCH (Target: 90% in French).   • Students should complete all assigned work BEFORE class.   • Cell phones should be in student’s backpack . NO CELL PHONES ON DESK!  • Students should come and see me if they need extra-help. | | | |
| EXTRA HELP | | | | | |
|  | | Extra help is offered after school. Students should talk to me to schedule an appointment. | | | |
| Class websites :   1. Google classromm for assignments – references   2. http://fr31-fwhs.wikispaces.com// (for daily lesson plans and documents used in class. ) | | | | | |